692 cases if the defendant is a Bahrain citizen and the plaintiff is a foreigner the case is heard in a Joint Court. The language of the Bahrain Courts is Arabic and no barristers or wakils who are not Bahrainis are allowed to appear in them.

647 At the eastern end of the sea road[1] is the Adviserate, the Ruler deals with affairs of State in this office on Tuesdays and Saturdays. Beyond the Adviserate is H.B.M.'s Political Agency which was built early in the century.

743 At the western end of the Sea Road is the Government Hospital. It includes a men's and women's hospital, administrative offices, X-Ray, laboratories, operating theatres and out-patients' rooms. There are beds for men and for women, with a few private rooms in each section. The Indian Staff occupy a large three storied building close to the hospital and behind the Women's Hospital is the house of the British nursing sisters. On Awal Road there is a large Public Health Office and beyond it a T.B. Sanatorium and a Mental Hospital. Opposite the Police Fort there are also two small isolation hospitals. In Muharraq there is a maternity hospital in the centre of the town and a clinic on the sea front. In Hedd and in some of the villages there are also small clinics. The Government Medical Staff includes a number of British and Indian doctors and nurses.

871 Education in Bahrain is not, at present, compulsory, but every year the number of boys' and girls' schools increases. The oldest school
658 in Bahrain is the Muharraq Boys' School in North Muharraq town, which was built in 1919, and there are now 28 government schools including village schools, town schools, a boys' secondary school, and a technical school where carpentry and engineering are taught. At the beginning of the 1952-53 term there were 4000 boys and 2,500 girls attending government schools. Except in the secondary school, education is free and every year scholarships are given by the Government and BAPCO to enable students to obtain advanced education at the American University of Beirut. There is a students' hostel in Manama which accommodates about 100 boys, here students from the villages and other towns are housed while they attend the more advanced town schools.

[875] Most of the teachers are Bahrainis though there are a certain number of teachers from neighbouring Arab countries. English is taught in the higher classes as well as the usual subjects. All the schools close during the summer from about the middle of June till the end of September. Some of the government schools are among the most noticeable of the modern buildings in Manama.

871 In addition to the Government schools there are a number of private schools including a European day school at Awali, Catholic, Persian and Indian schools in Manama and a girls school run by the mission of the Dutch reformed Church of America. The Oil Company also has a trade school for its Arab employees.

[1] [at Manama -- Analyst]

EDUCATION

Boys Schools

(From the report of Mr. Ahmed Umran, Director of Education).

Schools. Three new village schools, at Sanad, Tubli and Karzakan, were built and presented to the Government by the Bahrain Petroleum Company. The schools were fully furnished and in each place there was space for a playground near the building. His Highness Shaikh Sulman was present at the opening of the Tubli school and His Excellency Shaikh Abdulla, Minister of Education, attended the openings of the other two schools. The gift of these three buildings was much appreciated by the Government and by the people of the villages for which the schools provided education.

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A large new school, on the Muharraq sea front, for small boys, was opened at the beginning of the term, with this school and three new village schools, and some additional class rooms in existing schools, it was possible to increase the total number of boys in the state schools by 610.

The building of these three schools roused immediate demands from other villages for schools to be built in their districts. Some of these requests came from villages within easy walking distance from schools. The desire for schools and sometimes for dispensaries is not always governed by real need; the existence of a school now seems to confer on a village a certain cachet. It was decided by His Highness on his return from England that three more village schools should be built by the Government, at Jidhafs, Asker and Jaw, the last place being the most distant inhabited village on the western coast. Towards the end of the year work was begun on these schools.

The growth of schools in the villages has had some repercussions. In the past the Shia villages provided the tenants and labourers in the date gardens, most of which are owned by Sunni Arabs. Landlords now realise that when the village boys acquire education they will no longer be content to work in the gardens, or as fishermen, as their fathers did before them. There is already a shortage of local labour for the date gardens and little competition to lease them. The town-dwelling landlords therefore do not view with enthusiasm the spread of education in the villages.

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Staff. Every year the expansion of education makes it necessary to employ more teachers; those who complete their training in Bahrain are insufficient and have not enough experience to fill all the posts so each term the number of foreign teachers increases. Among most people this is regarded with disfavour, although there is a tendency among some to assume that because a teacher comes from abroad he must necessarily be better than any local product. Again in 1372 more teachers were recruited from neighbouring countries. The Director of Education, with the valuable assistance of the British Council in Beirut, enlisted 22 Lebanese, Syrians and Palestinians and he obtained from Cairo 5 Egyptians teachers to fill vacancies made by retirements and to provide staff for larger schools. At the end of the year the number of teachers in the boys schools was as follows :—

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Egyptians	..	..	..	10
Indians	..	..	..	2
Syrians	..	..	..	6
Lebanese	..	..	..	24
Palestinians	..	..	..	23
Others	..	..	..	3
Bahrainis	..	..	..	136
	Total	..		204

There was a continued improvement in the standard of English in the Secondary School, due principally to its being taught by a British teacher lent to the Government by the Bahrain Petroleum Company. This arrangement has proved extremely successful.

2 A [9.2.1952 - 53 - Annual]

875 **Teachers Training Courses.** Eight students graduated at the end of the school year from the teachers training class for secondary school students. They were posted to village and primary schools. At the beginning of the next term fifteen new students joined the class.

Evening classes for teachers were held during the term with an examination for certificates on the completion of the course.

Special Courses. In March, 1953, for the fourth time, the British Council Representative in Basra arranged a week's English course in Bahrain. This time the course was taken by Mr. W. R. Keight, M.B.E., of the British Council and Mr. W. Hedley, the British teacher lent by the Bahrain Petroleum Company. The aim of the course was to teach masters and students in training for teachers, the correct use of the Oxford University English Course books.

In the summer eleven senior primary school teachers attended a refresher course at the American University of Beirut which was arranged for teachers from Bahrain and other Arab states. They lived in the British Council Hostel and had their meals in the University.

873 **Higher Education.** Four more boys, who passed out of the Secondary School, went to Beirut University for further education, three of them had scholarships from the Government and one had a scholarship from the Bahrain Petroleum Company. Two students were nominated for scholarships in Baghdad schools, allocated by the Government of Iraq to boys from Bahrain. One of these boys, however, did not take up the scholarship but entered the American University of Beirut at his own expense.

Again some of the Shaikhs and merchants sent their sons, sometimes after finishing only primary education, to schools and colleges abroad, in Beirut, Syria, Egypt and England, in one case a member of the Ruling Family was sent to a University in America. Privately made arrangements for educating young men abroad are not always successful, students who go to Europe, not under the auspices of the Government, seem disinclined to stick to one line of learning, sometimes they wander from one school to another which is an expepsive waste of time.

873 177 183 It is very doubtful whether at present the education of Bahrain boys at schools in England is beneficial to them or desirable. A few boys who were at school in England have returned to Bahrain and if they can be taken as typical of the results of a European education then it is clear that the experiment is not usually successful. Parents, who in many cases have never been in Europe, send their sons to English schools with the hope that they will return equipped and eager to help their fathers in their business. The boys return. They have acquired some education, sufficient to make them critical and contemptuous of many things in their own homes and country, they resent having to resume the life which they used to lead and they have no inclination to settle down in Bahrain.

871 The Bahrain schools provide primary education for all and secondary education for a limited number of boys. The standard of education is about on a level with that of similar schools in other states in the Middle East. It is not proposed that higher education should be introduced in Bahrain, this can be obtained in neighbouring Arab countries, particularly at the American University of Beirut where 31 boys from Bahrain are now studying, 16 hold scholarships from the Government, four have scholarships from the Bahrain Petroleum Company and 11 are studying there at their own expense. In addition, the Government has sent six young men to study religion in Mecca and in Iraq.

873 Another 20 Bahrain boys are being educated, at their own expense, in schools and colleges in England and in the Middle East.

652 The policy of the Government is to give scholarships for higher education to boys from Bahrain schools to universities in the Middle East; it does not send boys to schools in England. It does, however, send young men from various government departments to do courses in England in the type of work on which they are employed in Bahrain. These candidates are sent at Government expense or, sometimes, they are granted bursaries by the British Council. This arrangement has produced satisfactory results in the case of men from the Passport Department, Municipalities, Technical School, Electric Department, Public Works Department and State Police. Men who have held positions of some responsibility for some years in Government service are improved by such courses in England and do not return to Bahrain with unsettled minds.

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Statistics. The numbers of teachers and students in the boys schools at the end of the year was as follows:—

School.	*Teachers.*	*Boys.*
Secondary School	20	168
Manama West Primary School	29	679
East Primary School	13	298
Muharraq Primary School	35	720
Hidd Primary School	16	356
Manama Infants School	13	475
North Muharraq Infants School	13	388
South Muharraq Infants School	10	358
East Rafaa School	7	154
West Rafaa School	6	73
Budiya School	7	171
Khamis School	11	270
Sitra School	7	135
Samahij School	4	101
Tubli School	3	64
Sanad School	2	23
Karzakan School	4	85
Aali School	4	62
Total	204	4580

Girls Schools

(Report by Lady Belgrave, Directress of Girls Education)

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In 1372 three new schools were opened, one in a hired house in Manama, one in a building which used to be a Police station, in Muharraq, and one in West Rafaa.

Zahra School in Manama and Mariam School in Muharraq were made into Kindergarten schools with first and second Primary classes. The school in West Rafaa has only four classes, one Kindergarten and three Primary, as it is only for the children from a group of houses at West Rafa, the other schools cover all the Primary years from class one to class six. It is very much more satisfactory to have the really small children in separate schools. The second year secondary class was started.

We again had excellent reports about the girl at school in the Lebanon, at the end of the year she was transferred to The British Syrian Training College in Beirut where the teaching is in English.

The nurse continued to work in the schools visiting one or two schools each day with very good results, but owing to domestic reasons she resigned at the end of the year. An arrangement was made with one of the dentists to treat children whose teeth needed fillings.

The health and cleanliness of the children has improved very visibly since regular medical work was undertaken.

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Staff is still a problem, especially now that we have the Secondary School. We try not to engage Bahrain teachers with only a Primary certificate, but owing to the fact that the Secondary School has only been in existence for two years there is a gap in the supply of teachers, the better students preferring to continue studying. To bring more teachers from abroad creates a problem of accommodation, but more will have to be enlisted next year.

7 [A.D. 1952-53 -- Analyst]

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EDUCATION

Formation of an Education Committee.

The progress of education during the last ten years has not been altogether smooth, but the origin of some of the troubles which have occurred dates back to the time when schools were first started in Bahrain. In 1919, Shaikh Abdullah bin Isa returned from his first visit to England filled with enthusiasm for education. Bahrain was in a prosperous condition, as the pearl market was flourishing, and when the public were asked to subscribe to a fund for starting schools they responded generously, and over three lacs were collected. An education committee was formed under the presidency of Shaikh Abdullah, whose members were local merchants chosen rather on account of their wealth than their learning, many of them being entirely illiterate. Haji Yusuf Fakroo, a Persian merchant of Muharraq, was appointed as treasurer, and very soon acquired almost complete control of finance and administration.

Muharraq School Built.

The committee decided to build a large school beyond the northern edge of Muharraq town; it was unfortunate that a site in a more central position was not chosen for the school. The cost of building the school was said to have been about two lacs, but this sum included the cost of a quantity of material which was ordered by the treasurer from India and which did not arrive in Bahrain. To-day the school could be built for less than a quarter of this sum and, even taking into consideration the decrease in the price of building, the amount which was alleged to have been spent upon building the school was incredibly large. For many years much publicity was given in Syrian and Egyptian newspapers, which have always taken an impertinent interest in Bahrain educational affairs, to what was described as a case of gross mismanagement of public money. The school was opened with a teaching staff which included several highly paid Egyptian and Syrian masters. Shaikh Hafiz Wahba, who is now the representative of His Majesty King Ibn Saoud at the Court of St. James, was for some time the headmaster of the Muharraq school. A second school was opened in Manamah in a house in the centre of the town, which is now the Manamah girls' school.

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Education.

For some years after the beginning of the period which is dealt with in this report the two schools were nominally under the management of the committee, but in fact they were run by the treasurer and the Syrian headmaster of the Muharraq school. Educational results were disappointing: boys who were two years at school were unable to read and write, and most of the boys who left the school after learning for several years were incapable of filling the simplest posts in the Government offices. Though attention was given to teaching the sons of important people, most of the boys received a very scrappy education. The examinations, which were held in public at the end of each term, were entirely unreliable tests of education. The boys' fathers attended these examinations, and when the boys gave wrong answers the parents usually applauded, and it was considered inadvisable to correct the boys in front of their fathers, who were equally ignorant.

The members of the committee took little interest in anything except the financial advancement of their relations and friends, who were appointed as teachers. One of the headmasters of Muharraq introduced a number of his own relations, and the pay of the teachers depended not upon their ability but upon their friendship with the headmaster and the committee. In general, nepotism flourished to an extraordinary degree.

At that time it was impolitic to question the administration of the schools. The amount paid by the Government on account of education during 1344 (1925-1926) was Rs 40,000/-, in the following year only Rs 20,000/- was spent, but in 1346 (1927-28) the annual grant towards education was raised to Rs 46,000/-. It was during this year that the Honorable the Political Resident, then Colonel Haworth, pointed out to the Bahrain Government that, in comparison to the revenue, the annual expenditure on education was very small. 'Education,' he wrote, 'is the dominant factor in Bahrain.' A small school was opened in Rafaa and another school in Hidd.

Jaffarieh School.

In 1347 (1928-29) the expenditure on education was increased to Rs 57,000/-, but in addition to the Rs 32,000/- which was paid to the treasurer of the education committee, this sum included the cost of building the first four classrooms of the new school in Manamah which was intended for Shias. Out of the Rs 13,000/-

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which was spent on the school during the year, Rs 9,000 - was contributed by public subscription. The school was managed by a committee of Shia notables, and a young Iraqi from Baghdad was appointed as the headmaster. His family had originally lived in Hasa, and after living in Bahrain for some time he was discharged, as his active sympathy with the Shia subjects of His Majesty King Ibn Saoud made him a possible cause of political complaint. Owing to the lack of suitably educated men among the Shias in Bahrain, most of the senior masters at the school were subjects of Iraq. From its beginning the progress of the school was hampered by the dissensions among the members of the committee.

Opening of a Girls' School.

In the same year a school for girls was opened in Muharraq in response to a demand for female education by some of the more progressive and enlightened Arabs of that town. The clerical and conservative Arabs in Bahrain disapproved very strongly of this innovation. They said that it would increase immorality because, if the girls could read and write, they would correspond surreptitiously with men outside their own house. The school was publicly denounced in the Friday mosque, but in spite of this it has been a flourishing institution since it started. The school owed its existence mainly to Shaikh Abdullah bin Isa and Shaikh Mohamed Ali Zainal, the much-respected Hashari poet merchant and educationalist, whose arguments convinced the general public that the school would be beneficial.

Appointment of a School Inspector.

The following year, 1348 (1929-30), was a year of disturbance, changes, and reforms. After a long period of expensive and unsatisfactory school administration, the public began to demand a better return for the large sums of money which were paid every year by the Government to the treasurer of the education committee. The sudden dismissal by the education committee of a headmaster of the Manamah school who had quarrelled with the Muharraq headmaster caused a crisis. The Manamah headmaster was a popular man, and his supporters, who thought that he had been badly treated, openly criticised the conduct of the committee, especially that of the treasurer, and the unsatisfactory authority which was held by the Muharraq headmaster. Shaikh Abdullah bin Isa came to the conclusion that if the schools were to be properly managed it was essential that their finance and administration should be under the direct supervision of the Government, and that a qualified inspector of schools should be appointed. Mr. Fuad Adham, a Syrian recommended by the President of the Beyrout University, who held a degree from that university and also a degree from the Islamic College, was appointed as inspector of schools. His wife, a qualified teacher, was made the headmistress of a new school for girls which was opened in Manamah.

Strike of Students and Masters.

The headmaster of the Muharraq school and many of the members of the education committee bitterly resented the appointment of a school inspector and what they regarded as the interference of the Government in school affairs. For many years they had mismanaged educational matters with impunity and no question had been asked about the accounts. When the treasurer was asked to explain certain financial transactions he promptly sent in his resignation, which was accepted. This was the signal for trouble. Without any warning the headmaster of the Muharraq school declared a strike of teachers and students. This action was intended to affect all the schools, but actually only the Manamah and Muharraq boys' schools took part in the strike. For several days the boys marched about the town in procession in a typical Egyptian manner, making noisy demonstrations and delivering speeches against the Government, which they afterwards admitted had been taught to them by the masters. There was a certain amount of disorder, and damage was done to the Muharraq school. Shaikh Abdullah most lovely took strong action: he sent for the ring headmasters, who refused to appear, but wrote a long letter, making ridiculous demands. They were promptly dismissed and sent back to Syria, where they organised a venomous press campaign against the Bahrain Government, which was taken up by several newspapers in Syria, Iraq, and Egypt. The schools were closed for ten days by order of the Government and then re-opened. At first the attendance was small, but soon the normal number of students returned and the schools settled down to their ordinary routine, which continued undisturbed until the end of the term. This demonstration was undoubtedly encouraged by some of the members of the committee whose authority from that time was deliberately curtailed by the Government.

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6:Faroughy H-5 (no date)1951 MZ2 Bahrain MZ2

southwest toward Arabia[1] — an indication that it was from there that the people originally came. The existence of similar tombs along the Arabian coast tends to support this hypothesis. Finally, for what it is worth, there is an Arab tradition that the tribe of Thamud, driven out of Yemen and across the desert, found a home on the island of Bahrein about the beginning of the second millenium B.C.

Attempts to date the Bahrein tombs by the nature of the contents have brought to light only contradictory evidence. The finding of a jar that resembles a Babylonian jar of 2500 B.C. must be weighed against the finding of bronze weapons dating from 1500-1200 B.C. It is possible that future explorations of the thousands of tumuli will yet supply an answer to the riddle, but the meager results obtained from the examination of 134 of them can hardly be called encouraging.

EDUCATION

The Bahrein government decided in 1934 to engage a number of Iraqi teachers for its schools. Iraq had done all in her power to attract the emirats of the Gulf into her orbit, and by 1934, when the British and Persians were fighting over the question of sovereignty over Bahrein, Iraq had made known her intention of creating a consulate in the island and establishing a school for the children of Iraqi subjects residing there. This was an effort to compete with the Persians, who since the end of World War I had conducted a school, "Tarbiat," founded originally for the education of Persian children but open also to children of other communities.

Bahrein today has nine elementary and one secondary school, the latter founded in 1940, and one school for girls, opened in 1939. The program of study of the Iraqi schools was adopted. At the end of 1937, a group of fifteen Syrian teachers were engaged by the government to teach in the newly founded schools. In 1940, the government engaged six Iraqi teachers to

1. According to Cornwall W.25°s. is the most frequent reading: were they oriented toward Mecca?

6:Faroughy H-5 (no date)1951 'MZ2 Bahrain MZ2

organize the secondary school system. The teachers received from £25 to £30 a month and "bed and board" paid by the Bahrein government. Interestingly enough, the first director of the first school opened at Muharraq was the present Saudi Arabian Minister to London, Sheik Hafiz Wahba.

At present, there is no newspaper in Bahrein. A weekly newspaper, Al Bahrein, was founded in 1939, but ceased its publication after the death of its publisher, Abdallah Za-id. In 1940 a broadcasting station was built, and the Al-Bahrein Radio started short-wave broadcasts on a 23-m, 50 band on November 4. During the war, Radio Bahrein was most useful to the Allied cause, since its four daily news broadcasts in Arabic and Persian were heard more easily throughout the Near East than those of Egypt.

Besides the schools, two "circles" for the discussion of political and literary matters were established in 1935 under the patronage of the brother of the Sheik. There was already a Cercle Israelite in the island.

ECONOMY

The geographical features and the geological formation of the islands greatly reduce the economic value of Bahrein. The scarcity of water and the sandy nature of the soil exclude agricultural development. The application of modern methods of agriculture and the utilization of artesian wells and gasoline operated pumps are too recent and too inadequate to make Bahrein even partially independent of imported food. For many years to come, and probably forever, the islands will be dependent on food, meat, vegetables, and fruits brought chiefly from the Persian or Arabian mainland.

Fortunately, in most of the islands of the Persian Gulf and the surrounding regions, wherever water is found naturally or captured artificially, date palms grow with astonishing ease. The northern part of Bahrein Island, thanks to natural springs and more recently to artesian wells, is practically a string of oases with palm groves numbering several hundred thousands.

8:Qubain S-5 (1952-53)1955 MZ2 Bahrain MZ2

609 foreigners are "kept in their place" there circulate by word of mouth — a method of communication highly developed in the Middle East — and exaggerated several times in the process. One of the central themes of the local Bahrain press is a comparison between Saudi Arabia and Bahrain in this respect. As is to be expected, this is causing a feeling of frustration among the natives and creating an atmosphere of restiveness and increasing antagonism toward foreigners.

In Kuwait a rather ambitious development program has been under way for several years, made possible by increasing oil royalties. There is an atmosphere of feverish activity, psychologically exaggerated because of its concentration in a small area. By contrast, life in Bahrain is slow and development sober but limited, in view of the comparatively small oil revenues. This causes some jealousy which finds an emotional outlet in an increasing suspicion of foreigners and increasing demands on the major companies, such as the Bahrain Petroleum Company, to do more for the country than they have been doing so far.

FOREIGN ARAB GROUPS

563 167 463 A rather large number of foreign Arabs live in Bahrain. They can be divided into two main groups which in custom and social mores have little in common. The first group is composed of Arabs from Saudi Arabia, Oman, Muscat, Qatar, and Yemen. These people have always been part of the scene. They come and go as they have always done, with hardly any restriction on their movement. Many of them are related to people in [601] Bahrain by blood or marriage and are looked upon as "cousins," *awlad al-'amm*, a term which carries with it all the emotional overtones of the traditions of tribal life. Some of them are merchants; a large number, especially of those from Oman, Muscat, Qatar, and Yemen, are employed by the oil industry as common laborers, and others work with local industries. Their community life and standard of living do not vary a great deal from that of the local population; in fact they are hardly distinguishable from it.

The second group of foreign Arabs, made up of a small number of Egyptians, Syrians, Lebanese, Iraqis, and Palestinians, is comparatively new to the area. On the whole, their standard of living is probably higher than that of any other group with the exception of the Westerners. Few are engaged in trade; the majority are white-collar workers.

563 ● 875 208 177 Although they are largely new arrivals, they already exert considerable influence on the life of the country. Unlike all other foreigners, they are genuinely welcomed and looked up to by the local population. They are the missionaries of Arab nationalism. Most of the high-school and a good number of the elementary-school teachers in Bahrain come from this group (see Table IV); in this key position, it can be truly said of them that they

8:Qubain S-5 (1952-53)1955 MZ2 Bahrain MZ2

are the moulders of the new generation of Bahrainis. It is significant that all these teachers come from countries which have just emerged from British or French control.

TRENDS FOR THE FUTURE

Social realignment among the Sunnis and the Shi'is must be thought of in terms of the distant future. It is true that secular and technical education, nationalism, and economic forces are all operating to bring these two groups together. As a result they have begun to cooperate with each other in certain areas of common interest as nonreligious groups; nevertheless, the old loyalties and social patterns are still strongly entrenched, as is very graphically illustrated by the religious riots of 1953 and 1954. It is even conceivable that when and if religion loses the depth of meaning it has at present to both groups, it may still remain as the basis of political alignment or power, as is the case in highly literate Lebanon.

Nationalism has replaced religious tradition as the basis of the relations of the Jews with the major segments of society. The resultant tension is being resolved through emigration, but a few will no doubt remain. All indications are that the political struggle between the Arabs and Israel will leave them little chance of reintegrating themselves on some new basis into society in Bahrain. It is possible, although highly improbable thanks to the presence of the British, that mass violence may be used against them. If this does take place, the problem in all likelihood will assume an international character. Israel, which has established itself as the protector and defender of Jewish minorities, no doubt would use every measure to dramatize the plight of this minority to the world.

The animosity of the native population toward Persians and Indians does not arise from fundamental issues of a permanent nature. There is, for instance, no parallel feeling toward Iran, India, or Pakistan; on the contrary, warm sympathy prevails for them as combatants against Western domination. Both the causes and the issues are transitory in character, and

Table IV. FOREIGN TEACHERS IN BAHRAIN

Year	*Egypt*	*Syria*	*Lebanon*	*Palestine*	*Other Arab Countries*	*Other Nationalities*	*Total*
1944/45	12	8	12	—	—	8	28
1945/46	20	—	13	..	0	8	26
1946/47	23	9	12	—	0	3	27
1947/48	21	7	14	—	0	3	35
1948/49	22	6	14	—	0	3	46
1949/50	20	7	14	9	0	3	54
1950/51	9	9	13	10	0	3	47
1951/52	9	7	17	13	0	0	47

Source: Government of Bahrain, Dept. of Education, *Report on the Condition of Education in Bahrain* (Bahrain, 1952), p. 47. (In Arabic.)